

RIVERS MIDDLE
1102 King Street
Charleston, South Carolina 29403

GRADES 7-8 Middle School

ENROLLMENT 344 Students

PRINCIPAL Cheryl L. Bennett 843-724-7789

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	9	8

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

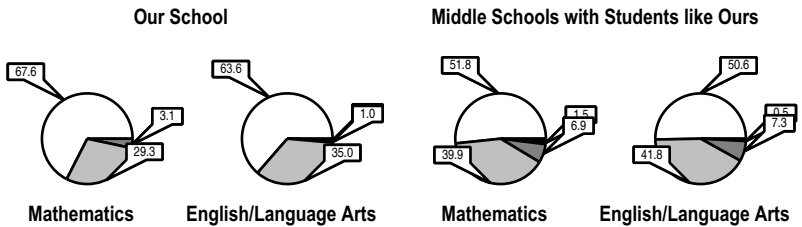
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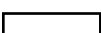
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	25	131	28
Percent satisfied with learning environment	24.0%	66.1%	57.1%
Percent satisfied with social and physical environment	48.0%	54.6%	53.8%
Percent satisfied with home-school relations	8.3%	76.9%	46.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	328	98.5	63.6	35.0	1.0	0.3	1.4	17.6
Gender								
Male	159	98.7	72.3	27.0	0.7	N/A	0.7	17.6
Female	169	98.2	54.9	43.1	1.4	0.7	2.1	17.6
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	327	98.5	63.5	35.1	1.1	0.4	1.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	278	98.6	61.5	36.8	1.3	0.4	1.7	17.6
Disabled	50	98.0	74.5	25.5	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	328	98.5	63.5	35.1	1.1	0.4	1.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	328	98.5	63.5	35.1	1.1	0.4	1.4	17.6
Socio-Economic Status								
Subsidized meals	301	98.3	63.2	35.2	1.1	0.4	1.5	17.6
Full-pay meals	27	100.0	66.7	33.3	N/A	N/A	N/A	17.6

Mathematics								
All students	328	100.0	67.6	29.3	3.1	N/A	3.1	15.5
Gender								
Male	159	100.0	70.2	27.7	2.1	N/A	2.1	15.5
Female	169	100.0	64.8	31.0	4.1	N/A	4.1	15.5
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	327	100.0	67.5	29.4	3.1	N/A	3.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	278	100.0	63.8	32.9	3.3	N/A	3.3	15.5
Disabled	50	100.0	87.2	10.6	2.1	N/A	2.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	328	100.0	67.5	29.4	3.1	N/A	3.1	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	328	100.0	67.5	29.4	3.1	N/A	3.1	15.5
Socio-Economic Status								
Subsidized meals	301	100.0	67.2	29.8	3.1	N/A	3.1	15.5
Full-pay meals	27	100.0	70.8	25.0	4.2	N/A	4.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	25	N/A	77.3	18.2	4.5	N/A	4.5
	Grade 7	194	N/A	61.6	35.3	3.2	N/A	3.2
	Grade 8	206	N/A	64.4	30.7	3.5	1.5	5.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	159	98.1	63.0	35.6	1.5	N/A	1.5
	Grade 8	169	98.8	64.2	34.4	0.7	0.7	1.3

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	25	N/A	77.3	22.7	N/A	N/A	N/A
	Grade 7	194	N/A	79.9	15.9	3.2	1.1	4.2
	Grade 8	206	N/A	69.3	29.2	0.5	1.0	1.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	159	100.0	66.9	30.9	2.2	N/A	2.2
	Grade 8	169	100.0	68.2	27.8	4.0	N/A	4.0

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 344)				
Students enrolled in high school credit courses (grades 7 & 8)	18.2%	Up from 0.0%	8.2%	14.4%
Retention rate	0.3%	Down from 16.4%	1.6%	2.3%
Attendance rate	91.3%	Down from 95.9%	94.5%	95.2%
Eligible for gifted and talented	1.4%	No change	4.4%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.1%	Down from 19.5%	16.3%	14.1%
Older than usual for grade	49.4%	Up from 22.6%	10.0%	4.9%
Suspended or expelled	8.4%	Up from 0.0%	1.8%	1.3%
Annual dropout rate	1.7%	Down from 2.3%	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	42.9%	Down from 48.8%	40.6%	47.1%
Continuing contract teachers	64.3%	Up from 61.0%	64.3%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	59.6%	Down from 71.0%	71.6%	84.3%
Teacher attendance rate	95.3%	Up from 95.2%	94.7%	95.0%
Average teacher salary	\$40,770	Down 4.8%	\$38,214	\$39,924
Prof. development days/teacher	17.6 days	Up from 17.2 days	13.1 days	10.7 days

School				
Principal's years at school	1.0	Up from 0.5	2.0	3.0
Student-teacher ratio	16.2 to 1	Down from 21.8 to 1	18.3 to 1	21.0 to 1
Prime instructional time	85.0%	Down from 89.6%	86.5%	88.9%
Dollars spent per pupil*	\$8,042	Up 37.3%	\$7,546	\$5,854
Percent spent on teacher salaries*	63.1%	Down from 63.6%	60.2%	62.0%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	97.6%	Up from 75.8%	94.8%	94.8%
SACS accreditation	no	N/A	no	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Many success stories were written at Rivers last year. Through our external review process, the State Department of Education found that our educational program met 79% - a 48% improvement over the previous years' report. Our teachers completed several hours of technology training and have begun to successfully use technology as a tool to improve instruction. We were able to offer students high school credit in Algebra I and keyboarding. We implemented three after school programs to assist our students in mastering the state standards. Seven new student activities/clubs were established to promote student involvement and school pride. Students actively participated in a number of community events. Ninety-eight percent of our alternative program students promoted to the next grade level. Our PTA and SIC were reestablished and were actively involved in the school's planning and progress. A curriculum calibration exercise showed that our student assignments aligned to the grade level state standards at a rate of 20% more than the national average. This year we will focus on extending those successes as well as work on areas of need identified by teacher, parent, and student surveys, our external review report, and the results of our curriculum calibration exercise.

To address student achievement, we will complete staff development in curriculum calibration and conduct weekly exercises to ensure that the grade level standards are being delivered in each classroom; participate in Benchmark testing to continually monitor student mastery of the state standards and adjust instruction as needed; and provide extended learning opportunities to each student through our "6th period" instructional block which will serve as a remediation or enrichment session.

To address the management of student behavior, we will implement best teaching practices in classrooms to keep students engaged in instruction decreasing the potential for off-task behaviors; frequently communicate behavioral; and consistently enforce the school's discipline policies with parental notification and participation.

To address parental involvement we will sponsor monthly parenting activities to help parents work with their middle school student to increase academic and social success; continue to build our PTA and SIC and their involvement in school planning initiatives; and schedule parent conferences and academic planning sessions.

I am excited about the direction in which Rivers Middle School is headed. I look forward to your continued support of our students and our school and to many more success stories in our book.

Cheryl Bennett, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.